

A PARADIGM SHIFT IN ENTREPRENEURSHIP EDUCATION PEDAGOGY IN NIGERIA: ISSUES THAT MUST BE CONFRONTED TO EVOLVE BEST PRACTICE

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ABSTRACT

Increasing research evidence signals existence of entrepreneurship–economic growth nexus. Governments world over then resorted to pro–entrepreneurship policies, leading to the teaching entrepreneurship education (EEed) to all undergraduate in Nigerian universities. That EEed can make one entrepreneurial, promotes the belief that, by a plethora of universities offering EEed, graduates will become entrepreneurial. This study investigated the veracity of this assumption, using descriptive survey and quasi experimental research designs, 252 students, randomly selected from seven universities in Nigeria. For data collection, EEed best practice pedagogy questionnaire (EEBPPQ), a focus group discussion guide and

Entrepreneurship skill development test questionnaire (ESDT) were used. Means (\bar{x}) and standard deviation (si) were used for data analysis. Chi square (x) was used to test the hypothesis at .05 probability level. It was found that only BPC – Business Plan Competition, corresponded with that used in best practice universities and it did not impact significantly on students' entrepreneurial skills. It was recommended that a mix of the best practice pedagogies should be used in teaching EEed, as it appears one alone cannot give the necessary impact on students' entrepreneurial skills.

KEYWORDS: Paradigm Shift, Entrepreneurship Education (EEed), Pedagogy, Best Practice, Light and Heavy Pedagogies

INTRODUCTION

Background of the Study

For more than half a decade now, Entrepreneurship Education (EEed) has been part of undergraduate curriculum in virtually all universities in Nigeria. It has been the view of policy makers that EEed would significantly facilitate reduction in graduate unemployment in Nigeria. Unemployment dialogue in Nigeria has been intense and this is not surprising as statistics show that generally unemployment has been on the rise, increasing from 5.5% in 1995 to 13.1% 2000, 13.6% in 2001, then 13.6 to 14.8% in 2004, and finally to 23.9% in 2011 (see figure 1).

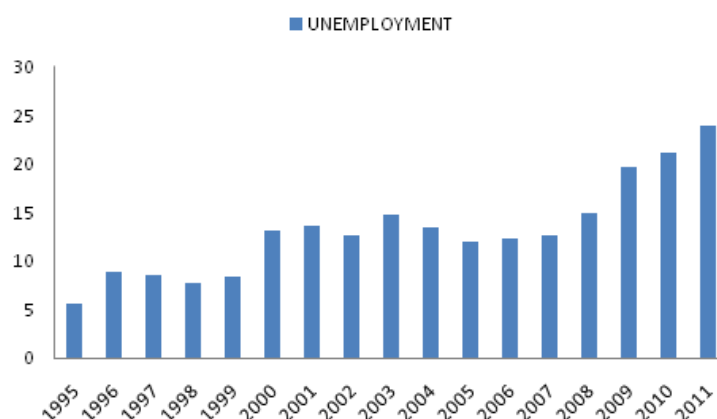


Figure 1

With the massification of universities in Nigeria, the number of graduates churned out yearly quadrupled, thereby making the graduate component of the unemployed, to increase relatively to others. In reaction to this, educational policy makers in Nigeria introduced compulsory EEd in the country as a bulwark against rising youth and graduate unemployment. Empirical studies (McMullan, Long & Willson, 1985; Vesper & McMullan 1997, and; Luthje & Franke 2002; show that EEd is crucial in facilitating graduate ‘start – ups’ and business growth. For instance in Massachusetts University, EEd has been cited a vital factor in making over 80% of alumni created companies to survive (National Agency for Enterprise and Construction, 2004). Preston (2001:1) captured the importance of EEd in Massachusetts Institute of Technology (MIT) thus:

MIT students and faculty create roughly two new inventions every day. MIT’s Technology Licensing Office files four patents a week, licenses hundreds of inventions to industry each year, and creates ten to twenty new start-ups a year around these inventions. Between 1985 and today, the MIT licensing office has created over 200 companies. These companies currently employ thousands of people and have a market value of approximately \$20 billion. In Massachusetts alone there are 1,065 companies founded by MIT alumni; worldwide there are more than 4,500 companies created by MIT alumni.

In some other universities like: Stanford University; University of Victoria, Canada; Babson College; and Harvard University, EEd has been mentioned as one of the factors that make alumni establish successful companies (National Agency for Enterprise Construction, 2004). Nevertheless, there are contradictory findings regarding the positive contributions of EEd. Gorman, Hanlon and King (1997), Luthje and Franke (2002) have observed that EEd in universities may not necessarily yield positive contributions.

EEd has different outcomes in different countries, the reason for this as noted in the background report of the study “entrepreneurship education at universities – a benchmark study” by National Agency for Enterprise Construction (2004) is probably due to differences in the pedagogies used in EEd delivery across countries. The report isolated some pedagogies used in most universities in the US and Canada, which have been identified as effective in delivering EEd. The universities that use those pedagogies were adjudged best practice universities, and these best practice universities categorization were supported by the rankings of national and international ranking systems such as entrepreneurship rankings from the Financial Times, US News, Business Week, Entrepreneur Magazine, Success Magazine, and Entrepreneur.com for universities in the United States, and the Report of a National Study for Entrepreneurship in Canada

for Canadian universities (National Agency for Enterprise and Construction, 2003). Best practice in EEd refers to a pattern of EEd delivery that exposes students to the possibility of inculcating a very high level of entrepreneurial skills as a result of using a variety of pedagogies especially those that are center highly on the psychomotor and affective domains. Best practice EEd pedagogies as used in best practice universities include: business plan competition; internship; use of model teachers (use of lecturers with real life entrepreneurship experience); mentor – mentee interaction and relationship; field trips; business games; industry spin – offs; business incubation; experimental laboratories; case studies; practical business projects; and students entrepreneurship conference. This study has categorized these pedagogies into **light pedagogies (those that do not require high commitment by the university like case studies, business plan competition, and field trip) and the heavy pedagogies (those that require high commitment of a university such as industry spin – offs; business incubation; experimental laboratories; case studies; practical business projects; and students entrepreneurship conference.)**. This study is interested in the light pedagogies since the universities are not usually highly committed in procuring or providing funds for the facilities needed

Another variant of pedagogy mostly used in many universities in Africa (Nigeria inclusive) for general service delivery is the traditional lecture method. The traditional method of lecture delivery has been criticized by educational and industrial experts as not being innovative enough to successfully deliver EEd because it lays a lot of emphasis on the cognitive domain to the neglect or near total neglect of the psychomotor domain. Unfortunately, some aspects of entrepreneurship (enterprise setting) are practice based and rightly require its teaching to go beyond cognitive threshold to psychomotor. This implies that EEd delivery should mostly involve the psychomotor domain. It is however not certain the type of pedagogy used in Nigerian universities in delivering EEd since it is relatively a new programme.

STATEMENT OF THE PROBLEM

Arising from the fact that EEd is highly psychomotor and should use mainly experiential pedagogies in its delivery, the plausibility of best practice universities using experiential pedagogies become wide on mark. Success stories from the best practice universities show that the use of such pedagogies could enhance EEd outcomes (National Agency for Enterprise Construction, 2004). However, the traditional method of EEd delivery, though heavily criticized, stresses the cognitive domain and hence the theoretical aspect of EEd which is required in student's evaluation for award of degrees. Interestingly, and in order to deliver quality EEd, Nigerian universities are moving from the administrative model of embedded (nested model – i.e. where EEd is anchored in a department which teaches entrepreneurship courses as one of the many courses leading to the award of a degree not in entrepreneurship) to the centre model (i.e. where a centre is established in a university and vested with the sole responsibility of anchoring EEd in all its ramifications) – paradigm shift. Can the traditional lecturing pedagogy sustain this paradigm shift? Is there any need to evolve best practice pedagogy for EEd delivery apt for Nigerian universities? Also given the array of EEd pedagogies (categorized into light and heavy pedagogies depending on the ease the commitment of university authorities could be secured to implement them), can the light EEd pedagogies yield good results. These constitute the crux of this study.

Research Questions

- What EEd pedagogies in Nigerian universities correspond with those of Best practice universities?
- What light EEd pedagogies (case studies; business plan competition; field trip, etc.) impact significantly on student's entrepreneurial skills?

Research Hypotheses

H0₁: EEd pedagogies used by Nigerian universities do not significantly correspond with that of best practice universities.

H0₂: Light EEd pedagogies (case studies; business plan competition; field trip etc.) do not impact significantly on student's entrepreneurial skills.

METHODOLOGY

Research Design

This study adopted a descriptive survey and quasi experimental research designs for research question 1 and a Quasi experimental design- pre test, post test, and control group design in which the independent variables (pedagogical skills) were manipulated to determine their impact on the dependent variable (entrepreneurship skills in students) was used to study intact groups (students). This design was employed to answer research question 2.

Area of Study

The study covers the whole of 36 states in Nigeria and the federal capital, with one federal university each. The universities were categorized into old, and new universities (old universities are those universities that are 5 years and above while new universities are those below five years. The EEd programme involved in this study are those that have been run for over five years in the old generation universities in Nigeria.

The Study Population

The study population comprises of all the penultimate students of the 38 federal universities in Nigeria. The study also involved all major areas of study grouped under Science & Technology, Arts and Social Studies.

Sampling and Sampling Technique

A multistage sampling technique was used to select 252 penultimate year students that participated in this study. Firstly 25% of the 26 old generation universities were randomly selected giving a total of 7 federal universities in Nigeria. Secondly, from this 36 students (12 students from science and technology, arts and social studies) were randomly selected from each university giving a total of 252 students.

Instruments for Data Collection

Three instruments were used for data collection: researchers designed questionnaire titled EEd best practice pedagogy questionnaire (EEBPPQ). Secondly, a focus group discussion guide and thirdly entrepreneurship skill development test questionnaire (ESDT). The EEBPPQ comprises of 13 items on EEd pedagogies that correspond with EEd delivery method in best practice universities. The respondents were instructed to chose among the 4 options of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD), weighted 4,3,2, and 1 respectively, on the use of best practice pedagogy in EEd delivery. The group discussion guide consists of 13 items that was discussed with students in line the best practice pedagogies in EEd delivery included in the EEBPPQ. The instrument helped gathering data used in authenticating the one collected from EEBPPQ. The ESDT consists of the pre-test and post-test which consisted of 30 items constructed by the researchers to identify the impact of EEd pedagogies on the students ten selected entrepreneurial skills. This was constructed in line with best practice pedagogies in EEd delivery in Best Practice

Universities. The students were given 30 minutes to answer the 30 questions which were in multiple choice patterns. Each question carried one marks were giving a total a 30 males.

Validation and Reliability

Instruments were subjected to face and content validation, using three experts, one each in EEd, Educational Administration and Educational Evaluation. The corrections and inputs of the validates were incorporated into the final copies of the instruments. The instruments were trial tested on 30 students, ten each from three state universities offering EEd for a period more than four years. Also the pre-test and post-tests were retested on the same 30 students after a period of two weeks (test Re-test). To ascertain their reliability Cronbach Alpha statistics were used and chi square for the pre-test and post-test. The result showed a reliability coefficient va BPC – Business plan competition lue of 0.74 and 0.77 for the questionnaire and discussion guide, and 0.78 or the pre-test and post-tests questions which were considered reliable enough for the study.

Method of Data Collection

The instruments were administered on the respondents in their various institutions during on EEd class/session 2012/2013 which was held in the first semester of the session with help of seven research assistants well instructed in the method of data collection. The focus group discussion was held with each group of students after the completion of the questionnaire, guided by the guide. The assistants took reward of the discussion that centered on the 13 items in the focus group Discussion Guide. The pre-test was give to the same group of students before the EEd delivery. The administration of the 2EB2PQ instrument lasted for one day in each of the universities involved in the study. The discussion was done the following day. Prior to this period, two weeks before, a pre-test was given to all the three groups.

The treatment (EED best practice pedagogy in EED delivery was given to Group A; Group B was exposed to the traditional method of EED. Delivery while group C remained untreated for four weeks. Efforts was made to see that there was not contact between the three as Groups C was on vacation with the other students during this period when group A was on intensive coaching involving several practical session in psychomotor domain. Group B received this normal traditional teaching method involving basically lecturer's explanation during the last four weeks of the long vacation and academic exercises in their IT places. Group C remained untreated. The post-test was done as soon as they returned from their IT four weeks after with the help of the research assistants.

Method of Data Analysis

For the EPSPQ means (\bar{x}) and standard Deviation (si) were used for data analysis or A criterion mean of 2.50 was used. This implies that all items with their means 2.50 and above were accepted as Best Practice pedagogies that correspond with those used in EEd delivery in Best Practice Universities in the developed world, while items with their means below 2.50 were not accepted as same. Quantitative analysis was used to analyze the data collected from the focus group discussion while chi square (x) was used to determine which of the EEd pedagogies has the best impact on the students for EEd delivery.

RESULTS

The results of this study are presented tables 1, 2, and 3. The test items of the quasi experimental groups were derived from the EEd curriculum but special effort was made to choose entrepreneurial skill development not taught to the

students before this period. The students were grouped into three, A, B, C consistent of twelve (12) students in each group (4 students each in science and Technology students, Art and Social science) for each group totaling 36 students for each university. Group A were treated with Best practice pedagogy in EEd delivery, Group B were treated with the traditional method of EEd delivery while Group C were not treated (not taught).

Table 1: Mean Score of Respondents on EEd Pedagogies that Correspond with those of Best Practice Universities

Pedagogy	Science & Tech.		Arts		Social Science		Total	<u>Δ Decision</u>
	Mean	Δ	Mean	Δ	Mean	Δ	Mean	
BPC	3.96	0.34	3.10	0.12	3.14	0.24	3.07	0.20 A
CSt	1.40	0.17	1.38	1.51	1.20	1.30	1.33	0.02 R
SEC	1.38	0.08	1.08	0.41	1.69	1.10	1.38	0.05 R
ExP	1.13	0.038	1.19	0.40	1.02	0.18	1.12	0.32 R
ExL	1.84	0.06	1.85	0.70	1.98	0.72	1.89	0.66 R
FIT	1.85	0.07	1.59	0.59	1.21	0.56	1.55	0.04 R
GM	2.32	0.10	1.90	0.80	2.22	0.83	2.15	0.05 R
BsIc	1.27	0.06	1.38	0.65	1.36	0.62	1.33	0.039 R
ITN	1.22	0.05	1.30	0.69	1.32	0.67	1.28	0.039 R
MMR	2.10	0.04	2.19	0.74	1.96	0.70	2.09	0.041 R
MRL	1.35	0.06	1.19	0.46	1.22	0.53	1.26	0.032 R
PPr	1.93	0.06	1.86	0.47	1.85	0.45	1.88	0.031 R
BspO	1.10	0.04	1.09	0.29	1.05	0.22	1.08	0.018 R

Key

BPC – Business plan competition; CSt – Case studies; SEC – Students entrepreneurship conference; ExP – Exchange programmes; ExL – Experimental laboratory; FIT – Field trip; GM – Games; BsIc – Business incubation; ITN – Internship; MMR – Mentor mentee relationship; MRL – Model / Lecturers with real life entrepreneurship experience; PPr – Practical project; BspO - Business spin off.

From table 1, it is observed that only business plan completion (BPC) that is greater than our decision level of 2.5. Others pedagogies are below this value.

Table 2: Mean and Standard Deviation of Impact of EEd Pedagogies- on Entrepreneurial Students 'Skills

Entrepreneurship Skills	Pedagogy Treatment Group				Traditional Treatment Group				Control Group			
	Before Treatment		After Treatment		Before Treatment		After Treatment		Before Treatment		After Treatment	
	X	Δ	X	Δ	X	Δ	X	Δ	X	Δ	X	δ
CMsk	1.59	0.734	2.15	0.267	1.62	0.682	1.84	0.63	1.68	0.702	1.6	0.681
Crsk	1.8	0.678	2.07	0.378	1.54	0.644	1.68	0.596	1.64	0.684	1.56	0.62
DMsk	1.82	0.622	2.11	0.301	1.66	0.734	1.78	0.647	1.54	0.724	1.48	0.648
Entsk	1.54	0.654	1.74	0.562	1.57	0.704	1.48	0.54	1.67	0.58	1.56	0.675
EHI	1.5	0.624	2.08	0.442	1.5	0.594	1.86	0.483	1.72	0.64	2.1	0.704
Lrnsk	1.87	0.59	1.94	0.404	1.68	0.626	1.76	0.506	1.84	0.676	1.81	0.723
Orgsk	1.58	0.592	2.07	0.346	1.68	0.634	1.7	0.782	1.48	0.607	1.46	0.626
PSsk	1.64	0.618	2.16	0.417	1.74	0.684	1.98	0.604	1.58	0.619	1.5	0.633
Tmpsk	1.93	0.625	2.28	0.328	1.9	0.588	2.04	0.54	1.44	0.718	1.48	0.701
Tecsk	1.46	0.649	0.54	0.485	1.56	0.668	1.5	0.702	1.6	0.596	1.4	0.694

Key

CMsk – communication skill; Crsk – Creativity skill; DMsk – Decision making skills; Entsk - Enterprise skills; EHI – Ethics (Honesty & integrity); Lrnsk - Learning skills; Orgsk – Organising skills; PSsk – Problem solving day; Tmpsk – Team playing skills; Tecsk – Technology skills The above table shows the result of the pre and post treatment of the pedagogy group, traditional and control groups. The mean of the pedagogy group increased after the treatment, so also

Impact Factor (JCC): 3.9678

Index Copernicus Value (ICV): 3.0

the means of the traditional and control groups.

Table 3: Chi Square Test for Pedagogy, Traditional, and control Groups

Pedagogy Treatment Group			Traditional Treatment Group			Control Group		
O _i	E _i	$\chi^2 = \frac{(O_i - E_i)^2}{E_i}$	O _i	E _i	$\chi^2 = \frac{(O_i - E_i)^2}{E_i}$	O _i	E _i	$\chi^2 = \frac{(O_i - E_i)^2}{E_i}$
1.59	2.15	0.14586	1.62	1.84	0.026304	1.68	1.6	0.004
1.8	2.07	0.035217	1.54	1.68	0.011667	1.64	1.56	0.004103
1.82	2.11	0.039858	1.66	1.78	0.00809	1.54	1.48	0.002432
1.54	1.74	0.022989	1.57	1.48	0.005473	1.67	1.56	0.007756
1.5	2.08	0.161731	1.5	1.86	0.069677	1.72	2.1	0.068762
1.87	1.94	0.002526	1.68	1.76	0.003636	1.84	1.81	0.000497
1.58	2.07	0.11599	1.68	1.7	0.000235	1.48	1.46	0.000274
1.64	2.16	0.125185	1.74	1.98	0.029091	1.58	1.5	0.004267
1.93	2.28	0.053728	1.9	2.04	0.009608	1.44	1.48	0.001081
1.46	0.54	1.567407	1.56	1.5	0.0024	1.6	1.4	0.028571
		2.270492			0.166182			0.121744

For $X_{cal} > X_{Tab}$ we accepted as significant, but for $X_{cal} < X_{Tab}$, we concluded that outcome is not statistically significant. Since X_{Tab} for all cases is 16.92, we conclude that final outcomes of the pedagogy group, traditional group, and control group whose values are 2.27, 0.17, and 0.12 respectively are not statistically significant.

The findings from the focus group discussion indicate that the only pedagogy frequently used by the lecturers in teaching EEd was BPC – Business plan competition. According to the students who indicated that, “for now our only interest is to pass the degree examination, the issue of impact in entrepreneurial skills is for a later date,” indicated one of the science and technology students. Many of them seem to offer EEd because it was a compulsory subject. It was also found that the Nigerian university authorities did not properly equip the EEd centers with facilities to enable the use of heavy pedagogies like – internship, exchange programmes, industrial clusters, etc. Many of the students did not have an idea such facilities are like, thereby making it impossible for the lecturers to use best practice pedagogies like in best practice universities in developing countries.

Summary of Findings

In table 1, our decision value is 2.5. And since the values for the whole pedagogies are less than 2.50 with the exception of just BCP, the null hypothesis H_{01} was not accepted every other pedagogy except BCP. **That is to say that the only pedagogy in Nigerian Universities that corresponds to that used by best EEd universities is BCP.**

In table 2, the means of both pedagogy group and traditional pedagogy group, increased but the means of the pedagogy group increased more. The control group virtually remained unchanged. This means that **the Best Practice Pedagogy, BCP has no significant impact on students’ entrepreneurial skills.**

In table 3, the Chi squared test reveals that the whole values of the Chi calculated is less than that of the Chi tabulated. This shows that none of the groups’ changes in their means is statically different and as such the null hypothesis H_{02} is accepted. This means that **the light pedagogy category used by the researchers is not able to impact significantly on students entrepreneurial skills.**

DISCUSSIONS

The findings show that Nigerian universities use only one of the best practice pedagogies – BPC - in teaching EEd and this has no significant impact on the entrepreneurial skills of the students. This implies that a mix of the pedagogies is required to actually make an impact. This is understandable as several method mixed together normally take care of individual differences of students especially when practical subjects such as EEd are concerned. However the use of best practice pedagogies implies that the university administration is willing and prepared to equip the university with necessary facilities to enable lecturers make use of same. It is common in Nigeria for the government to shy away from costly facilities. In other words for EEd to be properly taught in Nigerian universities there is a need for facilities that will enable best practice pedagogy. It is only then that the paradigm shift in EEd will be successful.

CONCLUSIONS

From the findings it could be concluded that the issues that must be confronted to evolve best practice pedagogy in the current paradigm shift from traditional pedagogy in entrepreneurship education in Nigeria are; the use of best practice pedagogies; the use of a mixture of the pedagogies and provision of the necessary facilities that will enable the use of best practice pedagogies by lecturers. This is because the use of just one best practice pedagogy had no significant impact on the entrepreneurial skills of the students and more often than not the universities lack necessary teaching and learning facilities.

RECOMMENDATIONS

Based on the findings of the research, the following recommendations are made:

- The paradigm shift in EEd should go beyond the use only one type of pedagogy. A mix of light EEd pedagogies such as case studies, business plan competition, and field trips but should used for the impact to be significant.
- Education planners in Nigeria should not shy away from the use of heavy pedagogies on account of their implication as they may ultimately turn out to be the best EEd pedagogical practice that may evolve for Nigerian universities.
- The current assessment or evaluation of EEd should be based more on psychomotor domain.
- Proficiency certificate should be given to students that make good passed EEd courses so that their level of proficiency in entrepreneurship could be indicated therein. This would make students put in more effort in their EEd courses.
- The proficiency certificate should be made a requirement for participation for youth service.

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